

## Kelly Edwards Elementary

1071 Elko Street  
Williston, South Carolina 29853

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	416 Students	
<b>Principal</b>	Mrs. Donna Selvey	803-266-3737
<b>Superintendent</b>	Alexia C. Clamp	803-266-7878
<b>Board Chair</b>	J. Calvin Melton	803-266-4421

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	58	24	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Below Average	Yes

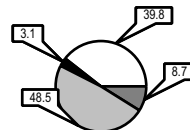
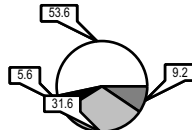
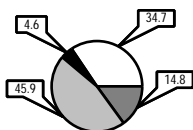
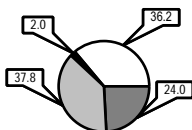
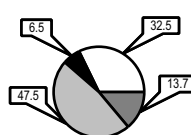
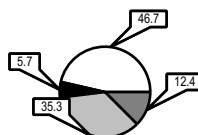
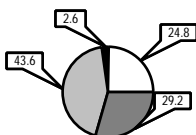
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	200	99.0	35.6	38.1	24.2	2.1	34.5	Yes	Yes
<b>Gender</b>									
Male	110	98.2	41.5	36.8	19.8	1.9	30.2		
Female	90	100.0	28.4	39.8	29.5	2.3	39.8		
<b>Racial/Ethnic Group</b>									
White	77	100.0	18.7	40.0	37.3	4.0	48.0	Yes	Yes
African American	123	98.4	46.2	37.0	16.0	0.8	26.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	99.4	24.8	42.3	30.2	2.7	43.6		
Disabled	47	97.9	71.1	24.4	4.4	0.0	4.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	200	99.0	35.6	38.1	24.2	2.1	34.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	200	99.0	35.6	38.1	24.2	2.1	34.5		
<b>Socio-Economic Status</b>									
Subsidized meals	153	98.7	42.9	38.8	17.0	1.4	25.9	Yes	Yes
Full-pay meals	47	100.0	12.8	36.2	46.8	4.3	61.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	200	99.5	34.4	46.2	14.9	4.6	31.8	Yes	Yes
<b>Gender</b>									
Male	110	99.1	35.5	43.9	15.9	4.7	29.9		
Female	90	100.0	33.0	48.9	13.6	4.5	34.1		
<b>Racial/Ethnic Group</b>									
White	77	100.0	18.7	50.7	22.7	8.0	45.3	Yes	Yes
African American	123	99.2	44.2	43.3	10.0	2.5	23.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	99.4	23.5	51.7	18.8	6.0	37.6		
Disabled	47	100.0	69.6	28.3	2.2	0.0	13.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	200	99.5	34.4	46.2	14.9	4.6	31.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	200	99.5	34.4	46.2	14.9	4.6	31.8		
<b>Socio-Economic Status</b>									
Subsidized meals	153	99.4	43.9	42.6	11.5	2.0	25.0	Yes	Yes
Full-pay meals	47	100.0	4.3	57.4	25.5	12.8	53.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	200	99.5	53.3	31.8	9.2	5.6	14.9
<b>Gender</b>							
Male	110	99.1	54.2	29.9	7.5	8.4	15.9
Female	90	100.0	52.3	34.1	11.4	2.3	13.6
<b>Racial/Ethnic Group</b>							
White	77	100.0	33.3	37.3	17.3	12.0	29.3
African American	123	99.2	65.8	28.3	4.2	1.7	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	99.4	45.0	36.9	10.7	7.4	18.1
Disabled	47	100.0	80.4	15.2	4.3	0.0	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	99.5	53.3	31.8	9.2	5.6	14.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	200	99.5	53.3	31.8	9.2	5.6	14.9
<b>Socio-Economic Status</b>							
Subsidized meals	153	99.4	62.8	29.7	4.7	2.7	7.4
Full-pay meals	47	100.0	23.4	38.3	23.4	14.9	38.3

<b>Social Studies</b>							
All Students	200	99.5	39.5	48.7	8.7	3.1	11.8
<b>Gender</b>							
Male	110	99.1	39.3	49.5	7.5	3.7	11.2
Female	90	100.0	39.8	47.7	10.2	2.3	12.5
<b>Racial/Ethnic Group</b>							
White	77	100.0	30.7	49.3	16.0	4.0	20.0
African American	123	99.2	45.0	48.3	4.2	2.5	6.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	99.4	32.2	53.0	10.7	4.0	14.8
Disabled	47	100.0	63.0	34.8	2.2	0.0	2.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	99.5	39.5	48.7	8.7	3.1	11.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	200	99.5	39.5	48.7	8.7	3.1	11.8
<b>Socio-Economic Status</b>							
Subsidized meals	153	99.4	46.6	45.3	6.1	2.0	8.1
Full-pay meals	47	100.0	17.0	59.6	17.0	6.4	23.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	76	100.0	32.9	34.2	28.9	3.9	32.9
	4	75	100.0	30.7	45.3	24.0	N/A	24.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	35.3	17.6	41.2	5.9	47.1
	4	74	100.0	44.4	41.7	13.9	0.0	13.9
	5	74	97.3	27.1	50.0	21.4	1.4	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	76	100.0	40.8	52.6	5.3	1.3	6.6
	4	75	100.0	26.7	44.0	16.0	13.3	29.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	35.3	35.3	25.5	3.9	29.4
	4	74	100.0	50.0	37.5	9.7	2.8	12.5
	5	74	98.7	18.3	63.4	11.3	7.0	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	52	100.0	47.1	39.2	13.7	0.0	13.7
	4	74	100.0	58.3	29.2	6.9	5.6	12.5
	5	74	98.7	53.5	29.6	8.5	8.5	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	52	100.0	23.5	56.9	15.7	3.9	19.6
	4	74	100.0	38.9	52.8	5.6	2.8	8.3
	5	74	98.7	52.1	38.0	7.0	2.8	9.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 416)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.1%	Up from 2.1%	3.6%	3.0%
Attendance rate	96.7%	Up from 95.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.5%	3.2%
Eligible for gifted and talented	21.5%	Down from 23.8%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Up from 6.1%	9.0%	8.2%
Older than usual for grade	1.4%	Up from 0.9%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 33)</b>				
Teachers with advanced degrees	30.3%	Up from 28.6%	50.0%	52.6%
Continuing contract teachers	87.9%	Down from 92.9%	84.8%	83.3%
Highly qualified teachers	96.7%	Down from 100.0%	94.3%	93.5%
Teachers with emergency or provisional certificates	3.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 87.8%	86.2%	87.0%
Teacher attendance rate	95.9%	Up from 95.3%	94.8%	95.0%
Average teacher salary	\$37,673	Up 1.2%	\$41,257	\$41,703
Prof. development days/teacher	20.7 days	Up from 13.7 days	13.5 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.0 to 1	18.5 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 88.9%	89.4%	89.8%
Dollars spent per pupil*	\$6,291	Up 12.5%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	53.6%	Down from 67.5%	65.0%	65.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Kelly Edwards Elementary is dedicated to providing a high quality, child-centered education by establishing a safe and secure environment that is conducive to learning and discovery. This mission is accomplished through the teamwork of parents, community members, and educational professionals who serve the population of Kelly Edwards Elementary School with pride.

Our school provides a comprehensive and challenging curriculum to a diverse student population. The students' needs are met through the use of current research-based teaching methods and the incorporation of technology.

The successful implementation of the Balanced Literacy model has continued to be a priority this school year. The literacy model is comprised of eight components: read alouds, self-selected reading, home reading, teacher directed reading, flexible reading groups, writing, and word development. Each component has a specific focus and assures students attain growth in reading and writing.

Our 21st Century Community Learning Center was introduced this year. We served 100 students with tutorials in core academic areas, homework assistance, weekly family nights, hands-on learning zones, character education programs, and fitness activities. The students involved increased their overall grade point average, increased test scores, had fewer discipline referrals, and/or increased their daily attendance.

Parent and community involvement at Kelly Edwards is greatly encouraged through participation in classroom activities and school events. The back-to-school celebration, family nights, family literacy programs, Veteran's program, Kelly Edwards alumni celebration, and Dr. Seuss Carnival increase community understanding and family involvement in our school's mission.

At Kelly Edwards, we expect our students to perform and maintain high standards to ensure academic success. We are extremely proud of our students' success and our school's accomplishments.

Sally Fickling, School Improvement Chairperson  
Donna Selvey, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	74	52
Percent satisfied with learning environment	84.6%	84.7%	92.2%
Percent satisfied with social and physical environment	88.5%	78.1%	82.4%
Percent satisfied with school-home relations	50.0%	87.7%	82.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.